



# Training on the Basic Communication Development and Basic Teaching Skills at the 3rd Batch of Basic Instructional Technique Skills Improvement Training (PEKERTI) at the University of Bengkulu

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## Abstract

*This training aims to train lecturers in developing the basics of Communication and Basic Teaching Skills in PEKERTI (Basic Instructional Engineering Skills Improvement) Batch 3 2023 activities. The activity was carried out in May 2023 at the University of Bengkulu, with 53 participants in the training who were lecturers from the Singaperbangsa Karawang University College. The research instrument used was a closed questionnaire with four answer choices. The data analysis technique used is descriptive statistical analysis. PEKERTI participant response analysis related to training activities was carried out on the data obtained as a percentage. Percentages are obtained based on modified Likert Scale calculations. The research results show that almost 80% of the respondents were in the Strongly Agree category based on the guidelines in Table 4 of the Likert scale interpretation. Moreover, only one respondent is in disagree category. In other words, the respondents who were the sample in this study only gave answers that strongly agreed and agreed to the 52 positive statements submitted in the questionnaire developed regarding training on Basic Communication Development and Basic Teaching Skills at the 3rd Batch of Basic Instructional Technique Skills Improvement Training (PEKERTI) at the University of Bengkulu. In conclusion, the training for developing the Basics of Communication and Basic Teaching Skills in PEKERTI Batch 3 at the University of Bengkulu received a positive response from the participants.*

**Keywords:** Basic, Communication, Development, Pekerti, Teaching Training

## A. Introduction

To improve the quality of lecturers in tertiary institutions, the Ministry of Research, Technology and Higher Education of the Republic of Indonesia has designed a training program that focuses on developing instructional abilities to become professional lecturers through the Basic Instructional Technique Skills Training (PEKERTI) program. Based on the above, the participation of lecturers in PEKERTI is vital.

In efforts to improve the quality of learning, the role of the lecturer is a key determining factor. Learning is a process of student interaction with lecturers and learning resources in a learning environment. Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service [1]. Therefore, lecturers are required to have academic qualifications and educator competencies (pedagogic, personality, professional, and social competencies), be physically and mentally healthy, and have the ability to organize education in order to fulfill graduate learning outcomes [2].

Communication in learning in education has a significant role in determining educational success. Naim said it was because learning communication in education can contribute to understanding and practicing interactions and actions of all individuals involved in education [3]. In the communication process,



knowledge, skills or attitudes, and values are formed and transferred from the communicator, namely the teacher, to students as communicants [4]. Learning is a process of communication. Communication is sending information from lecturers to students for specific purposes. Communication is effective when communication occurs to causes a two-way flow of information, namely with the emergence of feedback from the recipient of the message. The quality of learning is influenced by the effectiveness of the communication that occurs in it.

Effective communication in learning is a process transformation of messages in the form of science and technology from lecturers as communicators to students as communicants, where students can understand the intent of the message in accordance with the objectives that have been determined, thus can add insight into science and technology and cause changes in behavior to be Better. The lecturer is the party most responsible for ongoing effective communication in learning, so teachers must have good communication skills to produce an effective learning process.

Regarding the basic teaching competence, in Law No. 14 of 2005 [5] concerning teachers and lecturers, it is stated that the main task of a teacher is to educate, teach, guide, direct, train, assess and evaluate students in early childhood education through formal education, primary education and secondary education. Nasution (2008) [6] suggest that a teacher needs to master skills in various teaching styles and must be able to carry out various roles, meaning that a teacher must master various teaching skills to create effective and innovative learning. As Astuty (2015) [7] also stated that as lectures, in order to fulfill their role as educators and assume responsibility for students' achievements and character development, lecturers should strive to enhance their pedagogical competence as well as other intelligences, including emotional and spiritual intelligence.

Basic teaching skills become the basic knowledge of learning that a lecturer needs to understand, becoming a minimum ability that must be possessed. The basic skills of teaching consist of skills in opening and closing lessons, skills in managing classes, skills in carrying out variations in learning, and basic skills in asking basic questions and asking further questions. Basic skills give reinforcement; Basic skills guide small and large groups.

The problem in learning in Indonesia is that the lecturers need to be maximal in developing basic communication and basic teaching skills in lectures that will maximize the realization of effective learning to develop students' abilities to think critically and creatively.

## B. Research Methods

This research is carried through activity which aims to train lecturers on Basic Communication Development and Basic Teaching Skills through the PEKERTI (Basic Instructional Engineering Skills Improvement) program. The activity was carried out in March 2023 at Bengkulu University, with a total of 53 participants in the training who were lecturers from different tertiary institutions. The research instrument used was a closed questionnaire with 4 multiple choices of: Strongly agree, agree, don't agree and strongly disagree as seen in Table 1. The data analysis technique used is descriptive statistical analysis. PEKERTI participant response analysis related to training activities carried out on the data obtained in the form of a percentage. Percentages are obtained based on modified Likert Scale calculations. With a Likert scale, the variables to be measured are translated into variable indicators. Furthermore, these indicators are used as guidelines in compiling items in the form of questions or statements. Instrument items are given quantitative values as in table 1 below:

**Table 1.** Calculation of the Likert Scale

Evaluation	Scale Value
Strongly agree	4
Agree	3
Don't agree	2
Strongly Disagree	1

To test the validity of the given closed questionnaire, it was tested using SPSS with the following conditions: Valid if  $r_{\text{count}}$  is greater than  $r_{\text{table}}$  value ( $r_{\text{count}} > r_{\text{table}}$ ), Invalid: if  $r_{\text{count}}$  is less than  $r_{\text{table}}$  value ( $r_{\text{count}} < r_{\text{table}}$ ). And, it is Reliable if cronbach's alpha value  $> 0.70$ , and it is not Reliable if Cronbach's alpha value



< 0.70 [8]–[10]. The result of validity and reliability of the given questions in the questioner was valid and reliable as seen in Table 2. Instrument Validity Test Results.

**Table 2.** Instrument Validity Test Results

Item Number	r Count	r Table	Information
1	0.850		Valid
2	0.744		Valid
3	0.831		Valid
4	0.729		Valid
5	0.672		Valid
6	0.648		Valid
7	0.719		Valid
8	0.736		Valid
9	0.849		Valid
10	0.902	0.266	Valid
11	0.830		Valid
12	0.894		Valid
13	0.886		Valid
14	0.849		Valid
15	0.761		Valid
16	0.922		Valid
17	0.829		Valid
18	0.822		Valid
19	0.904		Valid
20	0.908		Valid

As it is seen in Table 2. Instrument Validity Test Results, it is concluded that all items in the instrument are valid, meaning that all items can be used to measure what is to be measured.

**Table 3.** Reliability Statistics

Cronbach's Alpha	N of Items
0.972	20

The instrument's reliability is displayed in the Table 3. Reliability Statistics. It shows that the instrument used is reliable as it has a Cronbach alpha value greater than 0.60.

The analysis of the results of PEKERTI participants' responses was carried out quantitatively using the following formula.

$$p = \frac{n}{N} \times 100\%$$

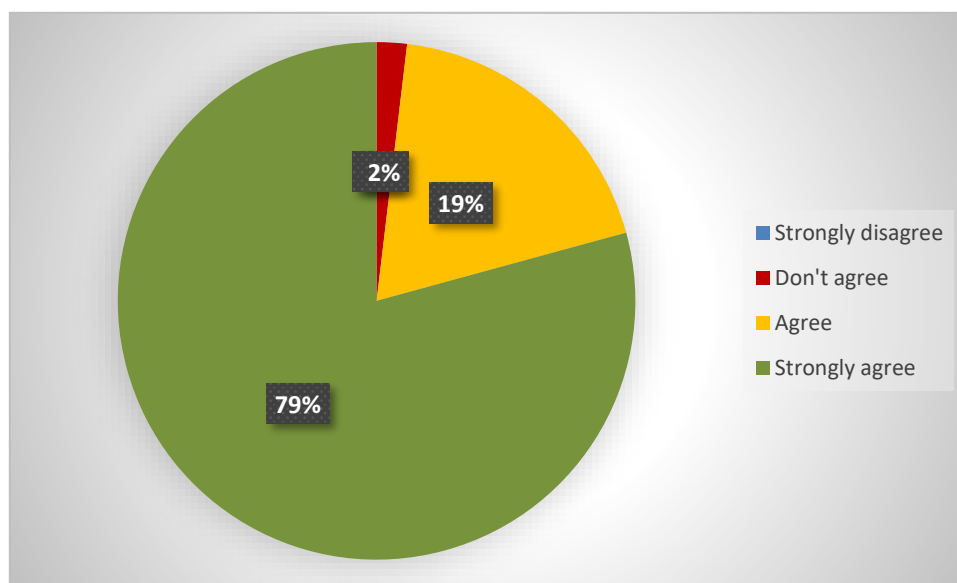
[11]

Where “*p*” is the percentage of the results of the questionnaire analysis, “*n*” is the total score of the assessment, and “*N*” is the maximum possible score. For the Likert scale, the score interpretation model can be seen in the Table 4. Interpretation of the Likert Scale below.

**Table 4.** Interpretation of the Likert Scale

Percentage (%)	Category
0 % - 25 %	Strongly Disagree
26 % - 50 %	Don't agree
51 % - 75 %	Agree
76 % - 100 %	Strongly agree

### C. Result and Discussion

**Figure 1.** PEKERTI Participant Response Analysis Results

The analysis result is seen in Figure 1. PEKERTI Participant Response Analysis Results. It shows that 79% of respondents are in the Strongly Agree category based on the guidelines in table 4 of the Likert scale interpretation. The other 19% are in the Agree categories followed by only 1 participant (2%) that is in disagree category, and 0 respondent is in the strongly agree categories. In other words, the finding shows that the respondents who were the sample in this study mostly gave answers that strongly agreed and agreed to the 52 positive statements and only 1 negative statement submitted in the questionnaire developed with reference to Training on the Basic Communication Development and Basic Teaching Skills at the 3rd Batch of Basic Instructional Technique Skills Improvement Training (PEKERTI) at the University of Bengkulu.

According to the responses from participants on training on the basic communication development and basic teaching skills at the 3rd batch PEKERTI at the University of Bengkulu through the submitted given questioner, it describes that the material presented in the training activities is easy to understand, presented clear and follows the training objectives.

Furthermore, the method of delivering material is easy to understand, in accordance with times allocation in a structured manner which teaches the participants many new things and motivates the participants to teach well. In addition, the participants also agree/strongly agree that they gained new knowledge about how to be a fun, creative, innovative lecturer and create conducive learning activities to make the learning process effective and efficient. Lastly, they also agree/ strongly agree that lecturers are required to be able to develop collaboration, communication, and problem-solving skills, think critically, creatively and are required to be proficient in applying technology in learning.

One of the results of this PEKERTI's objective is helping the participants to have better communication competence at their workplace as lecturers. This competence will also increase their satisfaction, as Steele and Plenty (2014) [12] found positive and significant relationships between job satisfaction and communication competencies. In addition, creating effective communication channels between students



and their teacher promotes successful strategies for both the learning and teaching processes [13]. In addition, Duta (2015) [14] found that teachers with strong communication skills can foster a highly productive environment for teaching and learning among their students. Furthermore, individuals with excellent communication abilities have the power to influence others, and the implementation of effective communication strategies ultimately leads to success.

Another essential objective of this training is to improve the lecture's basic teaching skills. Basic teaching skills refer to the necessary abilities or specific instructional behaviors that teachers and lecturers must possess to effectively, efficiently, and professionally carry out their teaching responsibilities. Educators require these fundamental abilities, closely connected to their capacity to interpret and apply diverse learning approaches [15]. Educators must be conscious of and utilize basic teaching skills as they play a vital role in their student's learning and achievement. Furthermore, these foundational abilities are necessary for fostering effective teacher performance and development.

Training for developing the basics of communication and essential teaching skills in PEKERTI Batch 3 at the University of Bengkulu has a significant positivity in preparing and improving lecturers (PEKERTI's participants) to perform better in their field, especially in their communication and teaching skills. This training helped the participants to be better lecturers as almost all the participants agreed/ strongly agreed to the benefit they have gained from the training to advance their profession, especially in their communication and basic teaching skills.

#### **D. Conclusion**

In conclusion, the training for developing the Basics of Communication and Basic Teaching Skills in PEKERTI Batch 3 at the University of Bengkulu received a positive response from the participants. It is seen that almost 80% of the respondents were in the Strongly Agree category based on the guidelines in table 4 of the Likert scale interpretation. And only 1 respondent (2 percent) who is in disagree category. In other words, the respondents who were the sample in this study only gave answers that strongly agreed and agreed to the 52 positive statements submitted in the questionnaire developed with reference to Training on the Basic Communication Development and Basic Teaching Skills at the 3rd Batch of Basic Instructional Technique Skills Improvement Training (PEKERTI) at the University of Bengkulu.

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